DOCUMENT RESUME

ED 125 308 FL 007 899

TITLE Information for Administrators and Teachers. Bilingual/Bicultural Series, No. 1. Indochinese Refugee Education Guides.
INSTITUTION Center for Applied Linguistics, Arlington, Va.
PUB DATE [76]
NOTE 10p.; For related documents, see FL 007 890-891 and 007 895-898

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Adjustment (to Environment); *Biculturalism; *Bilingual Education; Bilingualism; Cambodian; *English (Second Language); Foreign Students; Indochinese; Language Instruction; *Refugees; *School Administration; Teacher Education; Teachers; Vietnamese

ABSTRACT

This bulletin attempts to underscore the numerous school-related difficulties experienced by students whose dominant language is not English, and suggests steps that school administrators and teachers may take to alleviate the problems. Among the issues considered are: types of entering language behavior, possible problematic combinations of home language and school language, dual language maintenance programs, optimum type of bilingual/bicultural education, support bilingual programs, and suitable language learning environments. A brief annotated bibliography is also provided. (DB)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

National Indochinese Clearinghouse • Center for Applied Linguistics
1611 North Kent Street, Arlington, Virginia 22209
Toll Free Hot Line (800) 336-3040

"PERMISSION TO REPRODUCE THIS COPYRIGHTED MATERIAL HAS BEEN GRANTED BY Center for Applied Linguistics TO ERIC AND ORGANIZATIONS OPERATING UNDER AGREEMENTS WITH THE NATIONAL INSTITUTE OF EDUCATION. FURTHER REPRODUCTION OUTSIDE THE ERIC SYSTEM REQUIRES PERMISSION OF THE COPYRIGHT OWNER."

Indochinese Refugee Education Guides

ED125308

1.

BILINGUAL/BICULTURAL SERIES: Information for Administrators and Teachers

The onset of multilingual-multicultural situations in school environments has generated a number of complexities that have resulted in more cooperative working experiences between administrators, teachers, children, and parents. Today schools must deal with the educative concerns of the Indochinese refugees, the resurgent Spanish-speaking population, and the differentiated dialects of the Chinese and the Black communicative systems. Traditionally, education had operated and implemented curriculum presupposing that English being the language of wider communication, was also the language of the homes. However, developments in bilingual/bicultural education show that often the language of the home is not the language of the school.

Historically, students whose dominant language was other than English have more often than not been subjected to a system that reinforces English language development. While English should be a prime factor in the education of non-English speaking students, it should not impede the development of the students' native language. It is generally accepted that second language learning in a "language transference" situation is best achieved if introductory concepts are developed in the child's first language.

The indications, therefore, are that in order to provide the student and teacher with the process that will facilitate English language learning the school must be willing to modify classroom instruction so as to allow the non-English speaker to maximize opportunities related to language learning. There are a number of language approaches one could implement at the local school level; however, the discussion of such processes must

FL007899

first be preceded by clarification of factors that influence program organization.

Administrators must consider:

- the number of languages, and
- the types of entering language behavior

1. The number of languages.

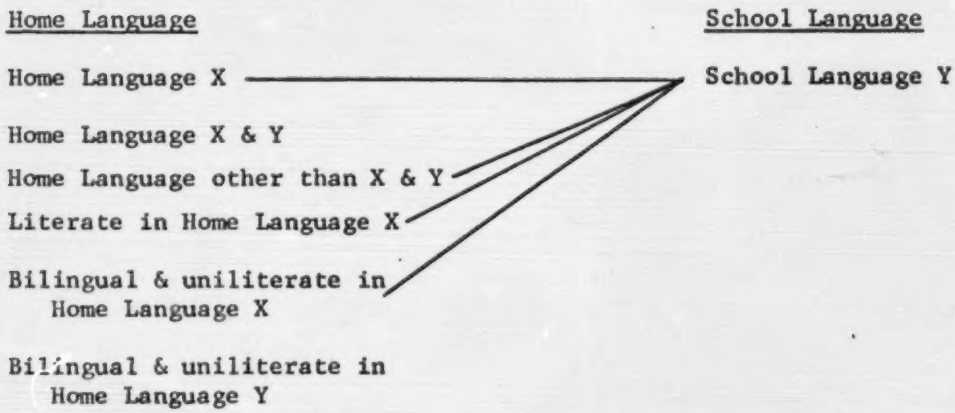
The organizational needs of a program are patterned along the number of languages in the school, and the number of speakers for each of the languages. For example: schools in the Southwest often have high percentages of Spanish-dominant children, so that the structuring of a language-learning program would characteristically be Spanish-English bilingual/bicultural education. On the other hand, some schools in San Francisco are highly multilingual; thus the language heterogeneity necessitates the organization of a language-learning program that will consider all the languages and the cultures in the school. In other programs, limited English-speaking-ability-students might not be significant enough in number to warrant a thoroughly developed bilingual/bicultural program. Each situation, then, demands one or a number of alternatives. However, regardless of the situation, the approach used should capitalize on the native language of the student and the cultures represented.

2. Types of entering language behavior.

Example: Students entering schools may be dominant in Vietnamese, Spanish, Mandarin, etc., but they may not know how to write in their native languages. Others may speak and write French and Vietnamese but not the language of the school, which in the U.S. is English. Some students may speak both Vietnamese and English but write only in Vietnamese. The ideal situation is when the student can speak and write both his native and the school language. The following chart describes possible entering language behavior and points to problem areas.

Home-School Language Population

Possible Problematic Combinations


Home Language
School Language
Home Language X
School Language Y
Home Language X & Y
Home Language other than X & Y
Literate in Home Language X
Bilingual & uniliterate in Home Language X
Bilingual & uniliterate in Home Language Y
Bilingual & biliterate

Examples of more complicated types are:

a. The language of the home is not the language of the community, and the language of the community is not the language of the school; e.g., a Vietnamese speaker living in Cajun-speaking Louisiana, where the school language is English.

b. The language of the home is neither the language of the school nor the community; e.g., a Navajo speaker going to an English/Spanish bilingual school in a Spanish-dominant community.

c. The language of the home is one of the languages of the school and the language of the community; e.g., Chinese speakers going to a Chinese/English bilingual school in a Chinese-dominant community.

Dual Language Maintenance Programs

Identifying the number of languages and the main types of entering language behavior will allow an administrator to implement the most feasible program for the students.

Among the possible alternatives, the process that makes maximal use of existent language and cultural structures is language maintenance. When this process is viewed as a goal by programs, the resulting factor is

bilingualism. Programs that recognize the value of bilingualism and biculturism are:

Bilingual/Bicultural Education: optimum type. It stresses the continued development and utilization at all levels of instruction, of both the language of wider communication and the language of the student. Programs such as this foster language maintenance and recognize that educational responsibility includes the development of those skills and tools that will allow one to exploit to the fullest extent more than one set of cultural standards, values, and beliefs.

The feasibility of an optimum-type bilingual/bicultural program is contingent on the number of non-English and limited-English speakers in each school. While the implementation of a bilingual/bicultural program is economically desirable in many sections of the Spanish-dominant Southwest, it may not be feasible in a school where there is a large concentration of English-dominant students, and the number of non-English speakers is very small. For example, the implementation of a thorough bilingual/bicultural program for Vietnamese in a small city in the Midwest would be disastrous for the school, students, and community, if there are only 4 Vietnamese students in the school. Clearly, then, the number of students for each language will stipulate the type of bilingual/bicultural program.

A most important aspect of bilingual/bicultural education is the commitments it requires. In an optimum-type bilingual/bicultural program, the school must employ bilingual/bicultural personnel, develop culturally relevant instructional materials, develop language-specific materials, provide in-service education, and develop strong community-school-parent cooperation.

Types of program organization:

- Programs in which all the teachers are bilingual and bicultural and responsible for all bilingual/bicultural instruction in their classrooms.

- Programs in which two separate teams of bilingual/bicultural and monolingual teachers are each responsible for the entire curriculum in one of the languages with equal time for each language.

Support bilingual programs.

These employ some of the better practices of bilingual/bicultural education, particularly assessing and building upon what the child already knows, developing a rich understanding of his culture and language, actively transferring skills and concepts already integrated, using materials in the child's native language wherever possible, and using key bilingual staff members to assure that the child continues his cognitive development while he is learning the English language. A support bilingual program will require the employing of some bilingual staff members (principally aides) and the acquisition of available materials pertaining to the home language and culture.

A support bilingual program is applicable when there is not a large concentration of non-English speakers in the school -- such as schools enrolling Vietnamese students, in most areas of the country. This is also true for schools with a small number of Spanish-dominant students, and schools with a small number of Mandarin-dominant students.

The support bilingual program is also compatible with a well-designed ESL program that provides for the teaching of a second language with the extension of the child's first language. Both the ESL specialist and classroom teachers who teach in ESL bilingual education programs should have special expertise if they are to be effective.

Types of program organization:

- programs in which a paraprofessional is responsible for native language instruction and the regular classroom teachers handle the traditional components of the classroom;
- programs with a team-teaching arrangement in which for a portion of the day bilingual teachers teach the native language curriculum

and the English monolingual teachers would be responsible for an equal portion of the English curriculum;

- programs in which bilingual paraprofessionals are responsible for translating the English-speaking teachers' instructional program;
- programs in which a carefully-developed language laboratory with specific audio-visual materials, adequate physical facilities, and teacher-specialists are responsible for the oral English portion of the curriculum and coordinate the non-English portion with language-learning machines;
- programs in which the curriculum is bilingual, the children are mixed and the teacher is monolingual;
- programs in which the curriculum is monolingual, the children are mixed, and the teacher is bilingual;
- programs in which the curriculum is monolingual, all the children are bilingual, and the teacher is bilingual.

In deciding the types of programs for the students, it is important that the administrator keep in mind the bilingual background of the students. The language background of each non-English speaking student in the U.S. is so different that while many bilingual/bicultural approaches are universally applicable, they must be utilized within the constraints of each ethnic group's language and cultural perspective. Specifically, the bilingual background of the Spanish-speaking reflects certain succinct characteristics that have either positively or negatively been generated in the historical development of the Spanish-dominant. The bilingual background of the native American reflects years of conflicting government policy towards the Indian. The bilingual background of the recent Vietnamese refugees reflects the rapid displacement of a large population into a totally absorbing and different language and culture environment. Clearly, then, it must be understood that while some general overall principles apply, the same processes in bilingual/bicultural education used with the Spanish-dominant population are not applicable to the Vietnamese, and vice versa.

Language Learning Environments

After the type of program is decided, attention should be given to the language learning environment. In organizing the classroom environment so as to generate more language learning experiences, the teacher should allow for flexible atmospheres where students can be given the opportunity to exchange and learn from each other. Such an environment in a bilingual/bicultural classroom makes language more than a subject. Here language permeates all the curriculum and every subject is a language component. In the bilingual/bicultural classroom the teacher is always aware of language. Techniques, methodologies and all forms of strategies operate to heighten the amount of interaction among students, students and teachers, students and the environment, students and the materials. The environment should then be organized to facilitate the educational process and promote bilingualism/biculturalism.

One major concern in the bilingual/bicultural classroom is the structuring of the classroom environment and curriculum so as to avoid "mixing" the languages. Some educators stress that creating an environment where children can learn to distinguish the languages will contribute to more effective language learning.

Following are a number of alternatives that can be implemented either in a bilingual/bicultural program or a bilingual support program:

- Structuring the classroom so that children will be able to identify one language with one teacher; e.g., monolingual Vietnamese teacher in a team-teaching situation with a monolingual English teacher. (Such an arrangement could be possible in a bilingual support program where it is possible to have a bilingual program without bilingual teachers.)
- Structuring the bilingual/bicultural environment so that students will be able to associate a language with a learning station; e.g., the child will know that either the math or science centers are in the child's first or second language.
- Structuring the bilingual/bicultural environment so that a language is associated with one particular room.

- Structuring the day so that a certain amount of time would be allotted to each language; e.g., half day for Vietnamese, half day for English; forty minutes for English, the rest of the day the child's first language is developed.

When discussing environments there is another perspective that must be considered. Educators stress the importance of "taking the child where he is and leading him from the known to the unknown". For some LESA children, especially recent entrees to the U.S. from Vietnam, Cambodia, Korea, Mexico, the type of environment that allows the child the mobility and concrete experiences is to him the unknown. The teacher must remember that for a number of reasons a child may respond much better in a more "traditional" environment -- depending upon the child's prior experiences and the child's particular learning style. If the child's background reflects experiences from "traditional" environments, then initial language development strategies must begin where the child is, and only when the child is confident and secure within a different experience is it advisable to expose him to the new environment of alternate learning techniques.

References

1. Abrahams, Roger D. and Rudolph C. Troike, eds. Language and Cultural Diversity in American Education. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

This anthology of essays contains among its sections: The Problem, which is concerned with the teaching of linguistically and culturally different students; Cultures in Education, emphasizing the importance of the educator in helping children of all backgrounds through a better understanding of those various cultures; Language, which presents basic information concerning language acquisition, grammar, competence and performance, dialects, and the history of the English language; Sociolinguistics, dealing with the role of language in social interaction and with the effects of bilingualism and multilingualism.

2. Mackey, William Francis. Bilingual Education in a Binational School. Rowley, Mass.: Newbury House, 1972.

A case study of the JFK School in Berlin. Of special interest is the author's often-quoted "Typology of Bilingual Education".

3. Pialorski, Frank, ed. Teaching the Bilingual. Tucson, Arizona: University of Arizona Press, 1974.

This is a collection of articles addressing vital issues in bilingual/bicultural education, bicultural understanding, measurement of bilingualism, and program implementation. The various perspectives (linguistic, socio-cultural, and pedagogical) offered by the authors, long involved in bilingual/bicultural schooling, will give administrators and teachers insights into a wide range of multi-disciplinary approaches in bilingual and bidialectal education.

4. Saville, Muriel and Rudolph C. Troike. A Handbook of Bilingual Education. Washington, D.C.: TESOL, 1971.

Addressed to teachers and administrators, this handbook is a practical guide for those working in bilingual programs. The authors review the history and fundamental considerations of bilingual education and consider the linguistic, psychological, sociocultural, and pedagogical problems involved. Each section contains a good bibliography.

5. Ulibarri, Horacio. "Bilingualism." In Emma Marie Birkmaier, ed., Britannica Review of Foreign Language Education, Vol. I. Chicago: Encyclopedia Britannica, 1968. 229-258.

The author discusses the nature of bilingualism, the interrelationships between bilingualism and biculturalism, the problems faced by educators in handling the situation, and the implications for teachers. The relationship of bilingualism to acculturation and biculturism is noted, as are studies concerning these areas and others, including testing and social class stratification.